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ABSTRACT

The guide for an inservice course in identification and utilization of community resources is presented in 14 units designed to be used together as a complete course or selectively as learning modules for developing new skills or reviewing previously learned concepts. The topics covered include: career education and community resources; community resources (identification, orientation, and exploration); utilization of community resources in the classroom and in the guidance program; the administrative function; internal problems inherent in using community resources; simulation as a substitute for, or supplement to, community resources; the development of leisure activities; establishing a community relations office; and evaluating the impact of community resources upon the educational program. For each unit, student objectives, suggested learning activities, evaluation activities, curriculum materials, and supplemental materials are listed. (Author/MS)

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Tri-County Career Education Project

Allegany•Garrett•Washington Counties

State of Maryland

IDENTIFICATION AND UTILIZATION OF COMMUNITY RESOURCES

An In-service
Course Developed Under
Section 211 Of

The Appalachian Regional Development Act

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This in-service course with accompanying resource materials was developed to be utilized by educators. These materials may be used to develop new skills and knowledges or as a means of reviewing previously learned skills and concepts. These learning units may be used together as a course or appropriate units may be selected to be used separately as learning modules.

It is expected that the instructor using these materials will adapt them to accommodate the audience whom he is serving. This means that he must periodically update these materials, supplementing existing resources with new resources which are constantly being developed. He should also feel free to change any part or parts of these units in an effort to achieve objectives which are appropriate for the educators with whom he is working.

IDENTIFICATION AND UTILIZATION OF COMMUNITY RESOURCES

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IDENTIFICATION AND UTILIZATION OF COMMUNITY RESOURCES

Unit 1. Career Education and Community Resources

Objectives:

1.1 Students will understand the concepts inherent in career education.
1.2 Students will learn a comprehensive definition of career education.
1.3 Students will develop an understanding of how community resources can be utilized in a career education program.

Suggested Learning Activities:

1. Assigned readings. (see below)
2. Lecture giving overview of career development theory and introducing concept of career education as involving the total community.
3. Film or filmstrips.
4. Resource persons.

Evaluation Activities:

1. Concepts introduced here should be incorporated as a part of the examination. A suggested question would be: Define career education and identify the concepts inherent in the definition.

Curriculum Materials:

1. Bottoms, G., "New York Ethic for our Times," **American Vocational Journal,** January 1973, 25-40.
2. Goldhammer, Keith and Robert E. Taylor, **Career Education—Perspective and Promise,** Columbus, Ohio: Charles E. Merril Pub. Co., 1972.
3. Hansen, L. S., **Career Guidance Practices in School and Community,** Washington, D. C.; National Vocational Guidance Association, 1970, 58-83.
4. Hardwick, A. L., "Career Education: A Model for Implementation," **Business Education Forum,** May 1971, 3-5.
5. Hoffman, W. K., "Jobs for Youth Program a Lesson in Cooperation: Community Program Develops Recipe for Success," **Chicago School Journal,** April 1964,319-323.
6. Holden, H. D., "Career Education and Approach," Man/Society/Technology, April 1972, 220-221.
7. Hoyt, K.B., "Career Education and Career Choice," **American Vocational Journal,** March 1972, 84-88.
8. Isenberg, R. M. and J. Smith, "Involving the Community in Career Education," Raleigh, N. C. North Carolina State University Center for Occupational Education, 1973.
9. Law, C. J. Jr., "Career Education Works! **Educational Leadership,** December 1972, 225-228.
10. Marland, Sidney P., "Career Education: Every student Headed for a Goal," **American Vocational Journal,** March 1972, 34-36.
11. Pierce, W. F., "Career Education Concept," **American Education,** April 1973, 4-6.
12. Shoemaker, B. R., "Career Education: A Chance for Change," **American Vocational Journal,** March 1972, 27-28.

Supplemental Materials:

1. Borow, Henry (editor). **Career Guidance for a New Age,** Boston: Houghton Mifflin Company, 1973, 177-233.
2. Hoyt, K. B., **et al. Career Education: What It Is and How To Do It.** Salt Lake City, Utah: Olympus Publishing Company, 1972, 1-50.
3. Pearce, T. "Vocational Education a Community Responsibility," **American School Board Journal,** April **1965**, 36-37.
4. Stevenson, John B. **An Introduction to Career Education,** Worthington, Ohio: Charles A. Jones Publishing Company, 1973.
5. U. S. Government Printing Office. **Career Education: A Handbook for Implementation.** Washington, D. C., 1972, 1-12.
6. Zak, A. P. "Vocational Guidance in the Elementary School: Community-Centered Program Spurs Student Interest," **Chicago School Journal,** April 1965, 308-313.

Unit II. Role Relationships in the Identification and Utilization of Community Resources

Objectives:

2.1 Students will understand the potential role relationship of administrators, teachers, and counselors in the identification and utilization of community resources.

2.2 Students will develop an understanding of a team approach to the identification and utilization of community resources.

2.3 Students will develop an understanding of the school's inter-relationship with community resources.

Suggested Learning Activities:

1. Lecture providing basic background on the role theory in public education.
2. Group discussion centering upon roles assumed by school personnel in decision-making and program implementation. Groups should produce statement regarding the ideal roles of school personnel in working with the community.

Evaluation Activities:

1. Inspection of role statements produced by groups.
2. Students should be asked to include a statement about role relationships in their final paper.

Curriculum Materials:

1. Briggs, J. D., "What Will Career Education Demand of You?", **Industrial Education,** January 1973, 85-86.
2. Brown, D. **et al.,** "Career Education: The Counselor's Role," **School Counselor,** January 1973, 193-196.
3. Carey, E. Neil, "Vocational Guidance for All: Is Differential Staffing the Answer?", **American Vocational Journal,** 1970, 68-69.
4. Herr, Edwin L. and Stanley Cramer, **Vocational Guidance and Career Development in the Schools: Toward A Systems Approach,** Boston: Haughton Mifflin, 1972, 308-332.
5. Jobe, M. E. and M. Morton, "Joining Forces in Maryland: State and Local Councils: Maryland Advisory Council on Vocational-Technical Education," **American Vocational Journal,** December 1972, 75-76.
6. McLeod, P., "Career Education: Parents and Teachers Role," **Man/Society/Technology,** April 1972, 214-217.
7. Meyer, Robert S., "Career Education, An Opportunity for Counselors and Teachers to Work Together," **Guidelines for Pupil Services,** Wisconsin Department of Public Instruction, May, 1973.
8. Meyer, Robert S., "The Parents' Role in Career Education," **Wisconsin P.T.A. Bulletin,** March, 1973.
9. Rossman, J. E. and E. M. Prebonich, "School Counselor Employment Service Relations," **Vocational Guidance Quarterly,** 1968, 16, 258-263.
10. Swanson, G. I. and R. Jervis, "Professional Development," Raleigh, N. C.; North Carolina State University Center for Occupational Education, 1973.
11. Tennyson, W. W., T. A. Soldahl, and C. Mueller, **The Teacher's Role in Career Development,** Washington, D. C.: American Personnel and Guidance Association, 1965.
12. Worthington, R., "A Home — Community Based CE Model," **Educational Leadership,** December 1972, 213-214.

Supplemental Materials:

1. Hoyt, Q. B. **et al. Career Education What It Is and How To Do It.** Salt Lake City, Utah: Olympus Pub. Co. 1972, Chapters 4-5.
2. U. S. Government Printing Office. **Career Education: A Handbook for Implementation.** Washington, D. C. 1972, 59-96.

Unit III. Identification of Community Resources

Objectives:

3.1 Students will learn various means which can be utilized in the identification of community resources.

3.2 The students will learn techniques and procedures for conducting a community resource survey.

3.3 The students will develop a format for establishing a community resource guide.

3.4 Students will identify 15 businesses, 5 governmental agencies, 10 community service organizations, 5 educational agencies, and 5 religious groups which are potential resources for school personnel.

Suggested Learning Activities:

1. Lecture introducing the need for identifying and categorizing community resources and providing an overview of identification procedures.
2. Students compile a community resource guide for the county in which they are working.

Evaluation Activities:

1. Students will in small groups design and carry out a community resource survey.

Curriculum Materials:

1. Elder, L. A., "An In-Service Community Occupational Survey," **Vocational Guidance Quarterly,** 1969, 185-188.
2. Norris, W. **et al., The Information Service in Guidance for Career Development and Planning,** Chicago: Rand McNally & Co., 1972.

Supplemental Materials:

1. Issacson, L. **Career Information for Teachers and Counselors.** Boston, Mass.: Allyn & Bacon Co., 1972.
2. Hansen, L. S. **Career Guidance Practices in School and Community,** Washington, D. C.: National Vocational Guidance Association, 1970.

Unit IV. Orientation to Community Resources

Objectives:

4.1 Students will learn various categories of community resources.

4.2 Students will identify potential services and uses of community resources.

4.3 Students will determine the functioning of at least one (1) business, one (1) governmental agency, one (1) service organization, one (1) educational agency, and one (1) religious group.

Suggested Learning Activities:

1. Resource people will be utilized to make a series of 10-minute presentations regarding various types of community resources, i.e., business, industry, employment security, governmental agencies.
2. Group discussion which allows students to question resource people about their relationship to education.
3. Students will be assigned individual field trips to various community resources.

Evaluation Activities:

1. Each student will be required to develop a 1-2 page paper regarding a community resource which identifies: (1) the nature of the community resource (2) its present relationship to education (3) potential future utilization of the resource by education (4) contact person, address, and telephone number. These reports are to be given to each student in the class.

Curriculum Materials:

1. Dixon, L. E., "Community Resources during Orientation; Portland, Maine, Work Incentive Program," **Personnel and Guidance Journal,** November 1973, 196-198.
2. Kunze, K. R., "Industry Resources Available to Counselors," Proceedings of National Seminar on Vocational Guidance, University of Missouri, Columbia, August 1967.
3. Laserte, R. C., "Chamber of Commerce as a Resource," **Personnel and Guidance Journal,** September 1963, 71-72.

Supplemental Materials:

1. Ohio State Department of Education. "Guidelines for School and Employment Service Cooperative Relationships." Columbus: OSDE Division of Guidance and Testing, 1968.

Unit V. Exploration of Community Resources

Objectives:

5.1 Students will learn appropriate procedures for field trip preparation, conduction, and follow-up.

5.2 Students will analyze one community resources in terms of its goals, operation, and products.

5.3 Students will identify potential problems inherent in agency visitation and utilization (e.g. cost, articulation, accident liability).

Suggested Learning Activities:

1. Lecture providing information about preparation, conduction, and follow-up of field trips.
2. The instructor will prepare the students for a class field trip, conduct the field trip to a community resource and conduct a follow-up of the field trip. The purpose of this field trip will be to analyze the goals, operations, and products of a particular resource.
3. Some students will survey teachers and counselors to ascertain difficulties encountered in visitation and utilization of community resources. Others will survey community resources to ascertain difficulties encountered in cooperating with educational personnel.
4. Class discussion centered on problems identified and means of overcoming problems.

Evaluation Activities:

1. Students will be able to identify the important components of taking field trips. A suggested question is: Identify procedures for preparing students for a field trip, the actual conduction of field trips and follow-up activities.
2. Each student will submit a listing of the teachers and/or agencies interviewed, the format utilized, and the results of the survey.

Curriculum Materials:

1. Burchill, G. W., "Work-Experience Educational Programs for Secondary Youth," National Conference on Exemplary Programs and Projects, Atlanta, Georgia, March 12-14, 1969.
2. Erdrich, M. M., "Career Guidance: Small District Gets Help from Business," **School Management,** October 1968, 123-124.
3. Reeve, C. L., "Work-Study Programs: An Integral High School Curriculum," **Journal Secondary Education,** January 1964, 38-42.

Supplemental Materials:

1. Gibson, R. L. **Career Development in the Elementary School.** Columbus, Ohio: Charles E. Merrill Pub. Co., 1972.
2. Norris, W., **et al., The Information Service in Guidance for Career Development and Planning,** Chicago: Rand McNally and Company, 1972.

Unit VI. Utilization of Community Resources in the Classroom

Objectives:

6.1 Students will identify specific means by which community resources can be utilized in the teaching process.

6.2 Students will identify means by which resource people, field trips, and other experiences can be related to curriculum development.

Suggested Learning Activities:

1. Lecture aimed at relating the utilization of community resources to the education process, i.e., curriculum development and instruction.
2. Group discussion focusing upon sample curriculum units which include the utilization of community resources.

Evaluation Activities:

1. Students will critique a teacher-made unit and identify (1) the types of resources utilized, (2) the way in which they were used, and (3) their potential contribution to the unit.

Curriculum Materials:

1. Brinkley, J., "Community and High School Cooperate To Make Vocational Study Program Work," **Ohio Schools**, March 1964, 28-29.
2. Carlson, J., "If You're on Your Own: Where To Find Resource People and How To Use Them," **Grade Teacher**, September 1967, 92.
3. Erdrich, M. M., "Career Guidance: Small District Gets Help from Business," **School Management**, October 1968, 123-124.
4. Munger, D. I., "The Occupational Information Speakers Bureau," **Vocational Guidance Quarterly**, 1967, 265-266.
5. Reed, B. S., "Thank You For Coming! Minneapolis Schools Welcome Volunteers in Their Community Resource Program," **Instructor**, October 1967, 77-78.
6. Reed, J. and Kocylawski, "Community Resource Utilization," **National Business Education Yearbook**, 1969, 180-188.
7. Shoemaker, B. R., "Involving the Community in Needs Studies and Program Development," **National Association of Secondary School Principals' Bulletin**, May 1965, 113-123.
8. Ullery, R. J., "Senior High School Industrial Arts Program; A Study of Careers Through the Use of Community Resources," **American Council of Industrial Arts Teachers Yearbook.**
9. Weatherford, J. W., "Innovations in Distributive Education: Using Community Resources, "**Business Education Forum**, April 1967, 11-13.

Supplemental Materials:

1. Laws, Lew, **Elementary Guide for Career Development**. Guidance Coordinator, Education Service Center, Region XIII, 6504 Tracor Lane Austin, Texas.
2. Norris, W., et al. **The Information Service in Guidance.** Chicago: Rand McNally Pub. Co., 1972.
3. Sample teacher units from career education programs. Units may be obtained from Anne Arundel County Schools, Baltimore, Maryland; East Baton Rouge Parish, Baton Rouge, Louisiana; Cobb County Schools, Marietta, Georgia; Washington County Schools, Hagerstown, Maryland.

Unit VII. Utilization of Community Resources in the Guidance Program

Objectives:

7.1 Students will learn means by which community personnel can be utilized to support the guidance function.

7.2 Students will explore the role of community resources in career exploration.

7.3 Students will explore the role of community resources in job placement.

Suggested Learning Activities:

1. Lecture giving brief overview of the use of resource persons in guidance with special emphasis on career exploration.
2. Resource speaker from Employment Security.

Evaluation Activities:

1. Students will be able to identify the role of community resources in the guidance program. A suggested examination question is: Discuss means by which community resources can be utilized to enhance the guidance function.

Curriculum Materials:

1. Carey, E. N. and H. E. Marshall, "Community Resources for Career Education: Baltimore's McCormick Plan," **American Vocational Journal,** December 1973, 28-30.
2. Fessant, J. and L. J. Kenneke, "Delivery System for Industrial Career Exploration," **American Vocational Journal,** December 1973, 44-45.
3. Koughnett, C. Van and T. B. Justiz, "Pontiac: Career Education Community," **American Vocational Journal,** March 1972, 37-38.
4. McLead, P., Career Education: Parents and Teachers Role," **Man/Society/Technology,** April 1972, 214-217.
5. Mannebach, A. J. and R. C., "School and Community Resources Aid Teachers in Guidance and Counseling," **Agriculture Education Magazine,** August 1969, 30-31. 626-630.
6. Simpson, E. J., "Home as a Career Education Center," **Exceptional Child,** May 1973,

Supplemental Materials:

1. Gibson, R. L., **Career Development in the Elementary School,** Columbus, Ohio: Charles E. Merrill Pub. Co., 1972.
2. Hansen, Lorraine. **Career Guidance Practices in School and Community.** Washington, D. C.; American Personnel and Guidance Association, 1970.
3. Helling, C. E. and E. Ruff. "Career Guidance," Raleigh, N. C.; North Carolina State University Center for Occupational Education, 1973.
4. Norris, W., **et al., The Information Service in Guidance.** Chicago: Rand McNally Pub. Co., 1972.
5. Shertzer, B. and S. C. Stone. **Fundamentals of Guidance** (2nd edition), Boston: Houghton Mifflin Company, 1971, 468-491.

Unit VIII. Community Resources and the Administrative Function

Objectives:

8.1 Students will learn how the utilization of community resources can be used effectively to reduce disciplinary and attendance problems.

8.2 Students will learn how the utilization of community resources can increase community support for education.

Suggested Learning Activities:

1. Lecture which reviews the problems in student motivation, dropping out of school and other educational problems of youth. Lecture will also deal with the problems of community support for education. Lecturer may wish to draw upon information regarding passage of school bond issues and the Gallup Poll regarding education published each year in the **Phi Delta Kappan.**

Evaluation Activities:

1. Students should be able to identify educational problems and their potential sources. A suggested examination question: Identify aspects of American education which result in alienation of students and public.

Curriculum Materials:

1. **Dropping Out the Road to Nowhere.** Part I. Film twelve minutes. Available from Guidance Associates, Pleasantville, New York.
2. State Department of Education Reports on Dropouts.
3. Public Attitudes Toward Education. Published each year by the **Phi Delta Kappan.**

Unit IX. Internal Problems Inherent in Using Community Resources

Objectives:

9.1 Students will identify in-house problems such as staff resistance in utilization of community resources.

Suggested Learning Activities:

1. Lecture providing overview of potential internal problems such as staff resistance to utilization of community resources.

Suggested Learning Activities:

1. Lecture providing overview of potential internal problems such as staff resistance to utilization of community resources.
2. Group discussion will focus on means by which staff resistance can be overcome and other means of dealing with internal problems.

Evaluation Activities:

1. Each staff member will survey one administrator, one teacher, and one counselor to explore attitudes about inclusion of community resources and report the findings.

Curriculum Materials:

1. Bauer, Raymond A., "The Obstinant Audience: The Influence Process from the Point of View of Social Communication," **American Psychologist,** May 1964, 319-328.
2. Klein, D., "Some Notes on the Dynamics of Resistance to Change: The Defender Role," from **Concepts for Social Change,** Goodwin Watson (ed.) Cooperative Project for Educational Development Series, National Training Laboratories, Washington, D. C., 1966.
3. Watson, Goodwin ed., "Resistance to Change," from **Concepts for Social Change,** Cooperative Projects for Educational Development Series, Washington, D. C.: National Training Laboratories, 1966.

Supplemental Materials:

None

Unit X. Simulation as a Substitute for and Supplement to Community Resources

Objectives:

1.01 Students will determine the feasibility of simulation of certain community resources such as job settings.

10.2 Students will identify materials and approaches to simulation of community resources.

10.3 Students will identify means by which simulated activities can be used to supplement use of community resources.

Suggested Learning Activities:

1. Field trip to Careers Laboratory, where possible.
2. Lecture discussing the positive and negative aspects of simulation with particular emphasis on cost, student scheduling and space required. An effort should be made to compare and contrast simulation with involvement in the community on an external basis.

Evaluation Activities:

1. Students should be able to identify the advantages and disadvantages of simulation. Suggested examination question: Compare and contrast simulated experiences with real experiences such as those which would be experienced in field trips. Give the administrative advantages of each.

Curriculum Materials:

1. Barbarosh, B., "Developing a Community Vocational Resource Directory," **Vocational Guidance Quarterly,** Spring 1966, 179.
2. Choyke, G. R., "Looking at the Real World; Evening Courses in Elementary School," **Instructor,** March 1972, 131-132.
3. Triezenberg, G. and Katz, S., "School-Community Co-operation for Vocational Guidance," **Chicago School Journal,** February 1964, 229-233.

Supplemental Materials:

1. It is suggested that all materials regarding occupational education program in Kings Mountain, N. C. be obtained. This is a multi-million dollar project which makes considerable use of simulated activities. It is especially important that evaluation reports be obtained.

Unit XI. Audio-Visual Materials as a Substitute for and Supplement to Community Resources

Objectives:

11.1 Students will determine the feasibility of using audio-visual aids to depict community resources.

11.2 Students will identify audio-visual materials which would be appropriate to use to show community resources.

11.3 Students will identify means by which audio-visual materials can be used to supplement use of community resources.

Suggested Learning Activities:

1. Two or three filmstrips depicting community resources which show community resources.
2. Groups will present reports which identify advantages and disadvantages of the use of audio-visual materials in depicting community resources.

Curriculum Materials:

1. Wilson, J. F., "Exploring Community Resources Through Filmstrips," **California Education,** June 1964, 17-18.
2. Filmstrips from Guidance Associates, Pleasantville, New York. Career Awareness Field Trips. Consists of 6 filmstrips for grades K-4. The career Discovery Series consist of 6 filmstrips—grades 5-9. Or see catalogue of the Baker and Taylor Co., Audio-Visual Service Division, P. O. Box 230, Momence, Ill. Or see Educators Guide to Free Guidance Materials, Educators Progress Service, Inc., Randolf, Wisconsin.

Supplemental Materials:

1. Norris, W., **et al. The Information Service in Guidance.** Chicago: Rand McNally and Co., 1972.

Unit XII. Community Resources and the Development of Leisure Activities

Objectives:

12.1 Students will explore the relationship among education, work, and leisure.

12.2 Students will identify community resources involved in the development of leisure time activities and skills.

Suggested Learning Activities:

1. Lecture dealing with the relationship between education, work, and leisure time.

Evaluation Activities:

1. Students will make a list of community resources which are involved in the development of leisure time skills.
2. Students should be able to reiterate the relationship between work and leisure time. Suggested examination question: In the absence of work, what is the meaning of leisure?

Curriculum Materials:

1. Moore, G. and Hedges, J., "Trends in Labor and Leisure," U. S. Dept. of Labor: Bureau of Labor Statistics, February, 1971,
2. Borow, Henry (ed.), **Career Guidance for a New Age;** Boston; Houghton-Mifflin Co. 1973.

Supplemental Materials:

None

Unit XIII. Establishing a Community Relations Office

Objectives:

13.1 Students will identify the staffing needs of a community relations office.

13.2 Students will identify the characteristics of the director of a community relations office.

13.3 Students will set up a budget for a community relations office and justify that budget.

Suggested Learning Activities:

1. Resource speaker to identify the requirements of a community relations office.
2. Class discussion aimed at developing a role definition and staffing needs for a community relations office.
3. Students exchange and comment on the budget they have prepared for objective 13.3.

Evaluation Activities:

1. Students will submit a plan for a community relations office including a description of staff and budget needs. Special attention will be given to utilizing existing personnel to fulfill this function.

Curriculum Materials:

1. Sections of proposals for career education which examine the community relations aspect of education.

Supplemental Materials:

None

Unit XIV. Evaluating the Impact of Community Resources Upon the Educational Program

Objectives:

14.1 Students will explore the problems inherent in evaluating the impact of an educational program.

14.2 Students will identify criteria that can be used in evaluating a program.

14.3 Students will identify strategies that can be used to evaluate a program.

Suggested Learning Activities:

1. A lecture which explores the problems inherent in educational evaluation. Focus should be upon establishing objectives and research strategies.

Evaluation Activities:

1. Students should be aware of the major problems in educational evaluation. Suggested examination question: Enumerate the major problems in educational evaluation.

Curriculum Materials:

1. Bloom, B., Hastings T., and Madaus, G., **Handbook on Formative and Summative Evaluation of Student Learning;** New York: McGraw-Hill Book Company, 1971.
2. Isenberg, R. and Smith, J. **Involving the Community in Career Education,** Raleigh North Carolina: North Carolina State University Center for Occupational Education, 1973.
3. **Phi Delta Kappan,** December, 1970, several articles on accountability.
4. Popham, J. W., **An Evaluation Guidebook,** Los Angeles: The Instructional Objectives Exchange, 1972.
5. Shook, M. and Morgan, R., **A Manual for the Implementation and Administration of Career Education Programs,** Raleigh, North Carolina: North Carolina State University Center for Occupational Education, 1973.
6. Stake, R. E., "The Countenance of Educational Evaluation," **Teachers College Board,** April, 1967, 523-40.

Supplemental Materials:

None